

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

Speaking has been considered as one of the language skills that have to be mastered in learning English. It is supporting by the fact that in mastering this skill, the students have to be able to speak either in the form of structural or functional language. Besides, the students also need to understand when, how and why they can communicate with others by considering the culture and social context. Through realizing the challenges faced by the students in mastering speaking, so that the teachers have to accomplish the students' needs toward speaking ability. According to Littlewood<sup>1</sup>, speaking ability can be understood as a combination between the structural and functional language. In addition, KTSP<sup>2</sup> also defines the speaking ability through the purpose of teaching English in which the students are able to develop communicative competence in order to achieve informational level and understand about the relationship between language and culture.

Al Kautsar Modern Boarding School is one of schools that also considers the importance of learning English and realizing the students' challenges in mastering speaking. In this school, English has been taught since the first year of English teaching period. English is taught twice a week with time duration about

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<sup>1</sup> William Little Wood. *Communicative Language Testing*. (USA: Cambridge University Press, 1981), p.1

<sup>2</sup>Depdiknas. *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*. (Jakarta: Unpublished, 2006), p. 307

40 minutes<sup>3</sup>. According to syllabus 2013/2014<sup>4</sup> at the second year, for the first semester, the basic competence of speaking English refers to capability of students in responding the meaning of short oral fungsional text and monologue text accurately, fluently and contextually in the form of descriptive and recount.

The mastery of speaking is integrated with the mastery of genre, one of genre taught for the first semester is recount text. In understanding a recount text, students must accomplish some indicators of the text. The students must be able to arrange the orientation and retell their experiences into a sequence of the event.

Based on preliminary observation done on September 12, 2011, the English teacher has implemented some strategies. The teacher taught students by giving explanation about the materials and then the teacher asked the students to question and give responds. Then, teacher discussed the text and asked the students to retell the text. Sometimes, the teacher used discussion. From the explanation above, the teacher has applied interesting strategies and those were not monotonous teaching strategies. In fact, the students still cannot speak English well of recount text. It can be seen in the following symptoms:

1. Some of the students are not able to pronounce English words accurately in expressing a recount text.
2. Some of the students are not able to speak fluently in expressing a recount text.

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<sup>3</sup>Tim Penyusun. *Kurikulum Tingkat Satuan Pendidikan MTs Pondok Pesantren Al Kautsar Pekanbaru*. (Pekanbaru: Unpublished, 2014), p. 15

<sup>4</sup>Tim Penyusun. *Silabus MTs Pondok Pesantren Al Kautsar Pekanbaru 2013/2014*. (Pekanbaru: Unpublished, 2014), p. 6-13

3. Some of the students are not able to speak grammatically in expressing a recount text.
4. Some of the students have lack vocabulary in expressing a recount text.

From the symptoms above, it can be understood that the students' need strategies or techniques in order to solve those problems. One of them is hot seat strategy. The basic idea of this strategy is that teacher chooses students who are confident and eloquent as the first few to sit in the hot seat, so they model good practice. Teacher is suggested to not force students to take a part. There will be plenty of volunteers as they gain confidence with the technique. Teacher places a chair in a prominent position before the class and sit on the chair. Then, teacher explains that the chair is known as the hot seat. Teacher invites the student to come in front of the class, then, tell that he is going to be asked about his life. The students are hoped to answer the questions honestly. Teacher are suggested to give students open rather than closed questions. Invite two or three students to sit in the hot seat and be similarly interviewed.

According to Avon<sup>5</sup>, this strategy is useful for developing questioning skills with the rest of the group. In addition, Sparling explained<sup>6</sup> that the students are encouraged to use deductive reasoning to predict what language might come next.

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<sup>5</sup>Terry Avon. 2008. "Hot seat". (Retrieved on September 24, 2011), [http://www.TEFLChinaTeahouse/Hot seat.html](http://www.TEFLChinaTeahouse/Hot%20seat.html)

<sup>6</sup>Dave Sparling. 2004. "Hot seat strategy". (Retrieved on September 24, 2011), <http://www.ESLCafe/ideacookbook.html>

Based on the description of phenomena above, the researcher assumes that the students still get difficulties in speaking. In order that, the researcher is interested in observing these phenomena in a research which entitles “**The Effect Of Hot Seat Strategy On Students’ Speaking Ability At Al-Kautsar Islamic Modern Boarding School Pekanbaru**”.

#### **B. The Reasons of Choosing the Title**

The reasons why the researcher is very interested in carrying out a research on the topic above are based on several considerations:

1. The research problems are interesting and challenging to be investigated by the researcher.
2. The topic is relevant to the researcher as one of the students of the English Education Department.
3. As far as the researcher concerns, this title has never been researched before.

#### **C. The Definition of the Term**

##### **1. Effect**

According to Richard, et al<sup>7</sup>, effect is measure of the strength of one variable’s effect on another or the relationship between two or more variables. In this research, the effect means the alteration of students’ speaking ability between students who are taught by hot seat strategy and those who are not taught by hot

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<sup>7</sup> Jack C. Richards, et al. *Longman Dictionary of Language Teaching and Applied Linguistics*. (London: Pearson Education, 2002), p. 175

seat strategy at the second year of Al Kautsar Islamic Modern Boarding School Pekanbaru.

## 2. Hot seat strategy

Sally defines<sup>8</sup> that hot seat strategy is a strategy that can make students gain a deeper understanding and perspective of the particular character's psychology, ethics and motivation through the questions and answers. It encourages students to verbalize their thoughts by asking questions and interacting with the text, themes and characters being studied. The basic idea of this strategy is that teacher chooses one of the students to sit in the hot seat. He is going to be asked about his life. The students are hoped to answer the questions honestly. The questions are from other students. Then, other students will also be invited to sit in the hot seat and be similarly interviewed. In this research, hot seat strategy is a strategy used in order to find out its effect toward students' speaking ability at the second year of Al Kautsar Islamic Modern Boarding School Pekanbaru.

## 3. Speaking Ability

According to Littlewood<sup>9</sup>, speaking ability is a combination of structural and functional aspect of language. The structural aspect concentrates on the grammatical system, describing way in which linguistic items can be combined while the functional aspect concentrates on the meaning constructed. In this research, speaking ability means students' ability in expressing their ideas,

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<sup>8</sup>Sally Ashton-Hay. 2005. "Drama: Engaging all Learning Styles". 9th INGED (Turkish English Education Association) International Conference 'New Horizons in ELT' Economics and Technology University in Ankara, Turkey. (Retrieved on October 21, 2011), <http://eprints.qut.edu.au/pdf>

<sup>9</sup>William Little Wood. *Communicative Language Testing*. (USA: Cambridge University Press, 1981), p.1

particularly in the context of recount text by considering the needs, requests, information and service of recount text at the second year of Al Kautsar Islamic Modern Boarding School Pekanbaru.

#### **D. The Problem**

##### **1. The Identification of the Problem**

Based on the phenomena mentioned, the researcher identifies the problems as follows:

- a. Why are some of the students not able to pronounce English words accurately in expressing a recount text?
- b. Why are some of the students not able to speak fluently in expressing a recount text?
- c. Why are some of the students not able to speak grammatically in expressing a recount text?
- d. Why do some of the students have lack vocabulary in expressing a recount text?
- e. What is the effect of hot seat strategy toward students' speaking ability at the second year of Al Kautsar Islamic Modern Boarding School Pekanbaru?

#### **E. The Limitation of the Problem**

The researcher focused the problems on the effect of hot seat strategy toward students' speaking ability at the second year of Al Kautsar Islamic Modern Boarding School Pekanbaru.

## **F. The Formulation of the Research**

Based on the limitation of the problem above, these research questions are formulated as follows:

- a. How is speaking ability of students who are taught by hot seat strategy at the second year of Al Kautsar Islamic Modern Boarding School Pekanbaru?
- b. How is speaking ability of students who are not taught by hot seat strategy at the second year of Al Kautsar Islamic Modern Boarding School Pekanbaru?
- c. Is there any significant effect of hot seat strategy toward students' speaking ability at the second year of Al Kautsar Islamic Modern Boarding School Pekanbaru?

## **G. The Objectives and the Significances of the Research**

### **1. The Objectives of the Research**

The objectives of the research are designed as follows:

- a. To find out speaking ability of students who are taught by hot seat strategy at the second year of Al Kautsar Islamic Modern Boarding School Pekanbaru.
- b. To find out speaking ability of students who are not taught by hot seat strategy at the second year of Al Kautsar Islamic Modern Boarding School Pekanbaru.

- c. To find out the significant effect of hot seat strategy toward students' speaking ability at the second year of Al Kautsar Islamic Modern Boarding School Pekanbaru

## **2. The Significances of the Research**

Related to the objectives of the research above, the significances of the research are designed as follows:

- a. The research findings are hoped to give the valuable input to the English teacher at Al Kautsar Islamic Modern Boarding School Pekanbaru.
- b. The research findings are expected to give both theoretical and practical benefits for teaching English as foreign language, especially for those who have great concerns in teaching speaking.